

2022-2025 Instructional Technology Plan Information and Guidance

Overview

This document is intended to provide guidance for districts on the creation and submission of the District Instructional Technology Plan Survey.

Regulation

Per Part 100.12 of Commissioner's Regulations, all New York State public school districts are required to develop and maintain instructional technology plans. Plans must cover three school years, and key components of the Plans must be submitted to NYSED for approval every three years. The method by which NYSED collects information on District Instructional Technology Plans is a survey through the [SED Monitoring and Vendor Reporting System](#).

NYSED Vision for District Instructional Technology Plans

District Instructional Technology Plans, required by Commissioner's Regulation 100.12, will support the mission of the NYS Board of Regents, which is to ensure that every child has equitable access to the highest quality educational opportunities, services and supports in schools that provide effective instruction aligned to the state's standards, as well as positive learning environments so that each child is prepared for success in college, career, and citizenship.

NYSED Goals

Through District Instructional Technology Plans*, districts will address how they are meeting the Educational Technology expectations of the Board of Regents, as articulated in the [Statewide Learning Technology Plan](#).

Districts will identify how they will:

- Develop a strategic vision and goals to support student achievement and engagement through the seamless integration of technology into teaching and learning;
- Provide technology-enhanced, culturally- and linguistically-responsive learning environments to support improved teaching and learning;
- Increase equitable access to high-quality digital resources and standards-based, technology-rich learning experiences;
- Design, implement, and sustain a robust, secure network to ensure sufficient, reliable high-speed connectivity for learners, educators, and leaders; and
- Provide access to relevant and rigorous professional development to ensure educators and leaders are proficient in the integration of learning technologies.

*And related data collection efforts

Submission Pt 17

Changes to District Instructional Technology Plan Survey for 2022-2025

The format of the District Instructional Technology Plan Survey remains the same. The following changes have been made from the 2018 plan:

- Question added about how this plan builds upon the previous three-year Instructional Technology Plan.
- Question added about how this plan has changed from the previous plan in response to the COVID pandemic.

VII. Sharing Innovative Educational Technology Programs (optional): An opportunity to share the district’s innovative projects and practices with other districts.

Timeline

The three-year plan covers July 1, 2022 to June 30, 2025.

The deadline to submit the plan to NYSED is June 30, 2022. Interim deadlines will be set by the

Instructional Technology Plan Overview

The Districts Instructional Technology Plan should reflect a shared vision of the district stakeholders, and demonstrate how teaching and learning will be impacted equitably and in alignment with state and local standards through strategic planning, implementation, and evaluation of the plan.

The questions below provide a framework for comprehensive technology planning and provide relevant information to support the development of programs and policy for school districts and NYSED. Responses should be thorough, as they can be used as a framework for a comprehensive District Instructional Technology Plan. The information collected through the SED Monitoring meets the requirement for compliance with Commissioner's regulations part 100.12; however, a more comprehensive plan is a best practice that will serve districts well for planning and implementation with stakeholders. Districts are encouraged to work with local

Section II – Strategic Technology Planning

1. What is the overall district mission?

The district mission is usually approved by the district board of education and can be located in the district strategic plan.

2. What is the vision statement that guides instructional technology use in the district?

The vision statement for the use of instructional technology in the district answers the following question: What is the aspiration for the use of instructional technology in the district?

3. Summarize the planning process used to develop answers to the Instructional Technology Plan questions and/or your district comprehensive Instructional Technology Plan. Please include the stakeholder groups participating and the outcomes of the instructional technology plan development meetings.

The instructional technology planning process should align with the district's strategic planning process. The district level technology committee should include multiple stakeholder participants in order to build advocacy for district programs and financial plans.

Responses should include a description of the following:

- *The stakeholder groups that worked on this plan*
- *A timeline of the planning process*
- *The frequency of meetings*
- *The outcomes of the plan development*
- *Any additional aspects of the planning process that the district wishes to share.*

4. **NEW** How does the district's Instructional Technology Plan build upon, continue the work of, and improve upon the previous three-year plan?

Responses should include a description of the following:

- *How this planning process was different than previous years*
- *How the planning committee identified strengths and areas of improvement based upon implementation of the previous three-year plan*
- *How this plan intends to address any goals from the previous plan that may not have been fully met*

5. **NEW** How does the district Instructional Technology Plan reflect experiences during the COVID pandemic?

Responses should include a description of the following, where applicable:

- *Online or blended learning options (changes or additions)*
- *Need to address internet connectivity, to the extent practicable, at students' places of residence*
- *Device purchases (any increases, changes in quantity or type, etc.)*
- *Device deployment (changes, if applicable)*
- *Professional development related to technology use, integration, and instructional design (any changes in quantity, delivery method, audience, and/or content)*
- *Instructional changes (Such as to ensure that students are more technologically proficient, use of technology to engage students)*
- *Parent and community stakeholder engagement (Degree of input they have on the Instructional Technology Plan)*

6. **NEW:** Is your district currently fully 1:1? Yes or No.

For the purposes of this survey, "1:1" implies that each student enrolled in the district, grades K-12 (as applicable), has a dedicated device provided by the District for their use both in school and their place of residence.

If no, the following questions appear:

- a. What are your plans to become a fully 1:1 District? (Covers all grades K-12 as applicable)

Short answer:

- b. When will the District become fully 1:1?

School year 2022-2023

School year 2023-2024

School year 2024-2025

Year 2026 or beyond

Unknown

7. Please describe the professional development plan for building the capacity of educators and administrators in the attainment of the instructional technology vision as stated in response to question 2.

If the district files or has filed a Smart Schools Investment Plan (SSIP) to apply for Smart Schools Bond Act funds, this response must align with the district's response to

Minimally
Moderately
Significantly
Fully

3. Digital Capacity and Access – The District’s technology infrastructure supports learning and teaching in all of the District’s environments.

Response: The district has met this goal:

Minimally
Moderately
Significantly
Fully

4. Leadership – The District Instructional Technology Plan is in alignment with the Statewide Learning Technology Plan vision.

Response: The district has met this goal:

Minimally
Moderately
Significantly
Fully

5. Accountability – District-level information is posted on the District website, is easy to access, and is easily understood. Information provided includes the results achieved by the District in their efforts to enable students to build knowledge, master skills, and grasp opportunities for a better life.

Response: The district has met this goal:

Minimally
Moderately|
Significantly
Fully

Section IV – Action Plan

Overview: In this section the district is required to list a minimum of three goals. The plan allows up to five goals. This section also requires specific action steps that will be taken to achieve each of the goals. Instructional technology goals should align with district curriculum and instruction goals. Districts are encouraged to use effective methods to create goals such as the SMART approach. Each goal will have its own page in the plan. The district will answer the

- *What is the target student population(s)?*
- *What are the additional target populations, if any?*
- *How will the goal be measured and evaluated?*
- *What are the action steps necessary to attain the goal?*
- *What is the timeline for attainment of the goal?*
- *What stakeholder type will be responsible for ensuring that the action steps are complete?*

Action Plan:

1. Goal #1
2. Select the NYSED goal that best aligns with this district goal.
This is a drop-down list of NYSED goals that allows for only one choice.
 - Develop a strategic vision and goals to support student achievement and engagement through the seamless integration of technology into teaching and learning;
 - Provide technology-enhanced, culturally- and linguistically-responsive learning environments to support improved teaching and learning;
 - Increase equitable access to high-quality digital resources and standards-based, technology-rich learning experiences;
 - Design, implement, and sustain a robust, secure network to ensure sufficient, reliable high-speed connectivity for learners, educators, and leaders; and
 - Provide access to relevant and rigorous professional development to ensure educators and leaders are proficient in the integration of learning technologies.
3. Target Student Population(s). Check all that apply.
 - All students
 - Early Learning (Pre-K -3)
 - Elementary/intermediate
 - Middle School
 - High School
 - Students with Disabilities
 - English Language Learners
 - Students who are migratory or seasonal farmworkers, or children of such workers
 - Students experiencing homelessness and/or housing insecurity
 - Economically disadvantaged students
 - Students between the ages of 18-21

- Students who are targeted for dropout prevention or credit recovery programs
- Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence
- Students who do not have internet access at their place of residence
- Students in foster care
- Students in juvenile justice system settings
- Vulnerable populations/vulnerable students
- Other (please identify in Question 3a, below)

3a. If 'Other' was selected in Question 3 above, please identify target student population(s).

4. **NEW** Additional Target Populations. Check all that apply. (*optional*)

- Teachers/Teacher Aides
- Administrators
- Parents/Guardians/Families/School Community
- Technology Integration Specialists
- Other

5. How will this instructional technology goal be measured and evaluated during and after implementation? Be sure to include any tools and/or metrics that are part of this evaluation process. *Examples might be formative data, local, state, and/or national LEA benchmarks, metrics from instructional software, other technology evaluation programs, etc.*

Responses should include a description of the following:

- *The evidence and/or data to be collected, how it will be collected, and which benchmarks will be utilized.*
- *How the evidence will be analyzed and utilized.*
- *How you will know if the goal has been accomplished.*

6.

Action Step Number

Action Step - Select one category from the drop-down menu

Action Step - Description

Responsible Stakeholder: Select one from the drop-down menu

If you selected 'Other' Responsible

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Section V – NYSED Initiatives Alignment

1.

- Using technology as a way for students with disabilities to demonstrate their knowledge and skills
- Multiple ways of assessing student learning through technology
- Electronic communication and collaboration
- Promotion of model digital citizenship and responsibility
- Integrating technology and curriculum across core content areas
- Helping students with disabilities to connect with the world
- Other (please identify in Question 5a, below)

5a. If 'Other' was selected in question 5 above, please explain here.

6. How does the district utilize technology to address the needs of English Language Learners to ensure equitable access to instruction, materials, and assessments? Please check all that apply from the provided options and/or check 'Other' for options not available on the list.

- Class lesson plans, materials, and assignment instructions are available to students and families for “anytime, anywhere” access (such as through class website or learning management system).
- Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system or private online video channel).
- Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.
- Text to speech and/or speech to text software is utilized to provide increased support for comprehension of written or verbal language.
- Home language dictionaries and translation programs are provided through technology.
- Hardware that supports ELL student learning, such as home-language keyboards, translation pens, and/or interactive whiteboards, is utilized.
- Technology is used to increase options for students to demonstrate knowledge and skill, such as through the creation of a product or recording of an oral response.
- Learning games and other interactive software are used to supplement instruction.
- Other (Please identify in Question 6a, below)

6a. If

Please use the 'Other' choice to describe in full any additional ways that instructional technology is used to facilitate culturally responsive instruction. Narrative responses in paragraph format are acceptable.

Section VI – Administrative Management Plan

1. Staff Plan

Provide the Full-Time Equivalent (FTE) count, as of plan submission date, of all staff whose primary responsibility is delivering technology integration training and support and/or technical support.

Title	Full-time Equivalent (FTE)
District Technology Leadership	
Instructional Support	
Technical Support	

Provide a three-year investment plan to support the vision and goals. All costs must be calculated for the entire three year-period, not annualized. For example, if a cost occurs annually, the estimated cost should include the annual cost times three.

Anticipated Item or Service Drop Down Menu. Select one per row. If you chose 'Other' Anticipated Item or

a source not included in the check box options or at, the time of plan submission, has not identified a discrete funding source for the anticipated item or service expected to be purchased, select “Other” from among the available check boxes in the Funding Sources column and specify it/them.

*Please note this question relates to funding sources, NOT funding mechanisms.
Example: An Install-Purchase agreement (IPA) is a funding mechanism. The source of the money to make the payments under the IPA is the funding source. For the purposes of this plan, infrastructure is considered an instructional technology investment.*

*Drop down list of items: Select one per row
End User Computing Devices
Instructional and Administrative Software*

Section VII – Sharing Innovative Educational Technology Programs

NYSED is exploring a way to facilitate the sharing of district innovative educational technology projects and practices. If your district wants to share information with other districts based on implementation of an educational technology program, please check the topics below. Check only those that have been implemented for at least two years at a building or district level.

The questions in this section are optional and do not require a response.

